Jolie Brock

DSP Project

**Title Page:**

Pokin’ Round the Pumpkin Patch

**Starring:**

Mrs. Brock’s 4th grade Class & Miss. McKinney’s 3rd Grade Class

**Objective:**

Students will use pumpkins to enhance their understanding of Math, Language Arts, Reading, Science, and Social Studies in a thematic unit of study of pumpkins.

**Standards:**

M4M1: Students will understand the concept of weight and how to measure weight.

M4N7: Students will explain and use properties of the four arithmetic operations to solve and check problems.

ELA4R3: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA4W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA4W3: The student uses research and technology to support writing.

ELA4C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA4LSV: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA4LSV: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

S4CS8. Students will understand important features of the process of scientific inquiry.

SS4G1 The student will be able to locate important physical and man-made features in the United States.

M3M2: Students will measure length choosing appropriate units and tools.

M3D1: Students will create and interpret simple tables and graphs.

M3P3: Students will communicate mathematically

ELA3W2: The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

ELA3R2: The student acquires and uses grade-level words to communicate effectively.

ELA3R3: The student uses a variety of strategies to gain meaning from grade-level text.

ELA3W1: The student demonstrates competency in the writing process.

ELA3C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA3LSV1: The student uses oral and visual strategies to communicate.

S3CS8. Students will understand important features of the process of scientific inquiry.

SS3G1 The student will locate major topographical features.

**Purpose:**

The purpose for our Digital Story Project is to allow next year’s students to view the process of our Pumpkin Project before completing the project. This will give them a model to view as the teachers give instructions and expectations before beginning the project. This project could also be used in a Professional Learning Community to teach co-workers how to collaborate across grade levels while building theme lessons across content areas.

**Individual Contributions:**

The project was completed in entirety by Miss McKinney and Mrs. Brock. They worked after school and on weekends to compile the project collaboratively. There was never a moment when we were not working together. If one was working on digital story the other was working on paper. We took pictures together. We edited pictures together. We came up with captions and ideas for digital story project together. We never worked alone on any part of this project.

**Link to Story:**

[**http://www.flickr.com/photos/mmckinney03/6333928338/in/set-72157628086105236**](http://www.flickr.com/photos/mmckinney03/6333928338/in/set-72157628086105236)

**Self-Critique Using Rubric**:

**Digital Storytelling Project Rubric ~ Jolie Brock**

| **Objective/Criteria** | **Performance Indicators** | | |
| --- | --- | --- | --- |
|  | **Exemplary** | **Competent** | **Emerging** |
| **Communication Quality** | (20 points) The message of the digital story is crystal clear, no ambiguity or wandering. Everything in the digital story is purposeful communication. If words or text are used the message is communicated very clearly and the words enhance the story. | (17.5 points) The message of the digital story is clear most of the time, but occasionally the digital story wanders or gets off track or is unclear. If words or text are used the message is communicated clearly most of the time. | (15.2 points) The message of the digital story is not clear some or most of the time. If words or text are used the message is not always readily apparent. |
| **Purpose** | (10 points) The intent is crystal clear, project is interesting and will inspire interest and motivate viewers to remember, adopt, participate, or interact with the idea, event, or topic being presented. | (8.8 points) The intent is relatively clear, project is relatively interesting and may inspire interest or motivate some viewers to remember, adopt, participate, or interact with the idea, event, or topic being presented. | (7.6 points) The intent is unclear, and project is dull and unlikely to inspire interest or motivate viewers to remember, adopt, participate, or interact with the idea, event, or topic being presented. |
| **Photo Quality** | (20 points) Photos in Digital story exhibit the following characteristics all of the time: excellent composition, use of color, contrast and tonal range, depth of field and focus. The technical aspects of all photos are excellent. | (17.5 points) Digital story exhibits some or all of the following characteristics most of the time: good composition, use of color, contrast and tonal range, depth of field and focus. The technical aspects of most photos are very good. | (15.2 points) Digital story exhibits some or all of the following characteristics about half of the time: good composition, use of color, contrast and tonal range, depth of field and focus. The technical aspects of most photos could be improved. |
| **Audio Quality** | (10 points) Digital story has clear sound, no background noise, and easy to understand voices all of the time. Music and sound effects are always appropriate and at appropriate volume levels all of the time. | (8.8 points) Digital story has clear sound, no background noise, and easy to understand voices most of the time. Music and sound effects are appropriate and at appropriate volume levels most of the time. | (7.6 points) Digital story has unclear sound, background noise, hard to hear or understand voices most of the time. Poor use of music & sound effects. |
| **Editing** | (10 points) Transitions between shots are meaningful and clear all of the time. Digital story effects are always used appropriately and titles are always clear. | (8.8 points) Transitions between shots are meaningful and clear most of the time. Digital story effects are appropriate most of the time, titles are clear most of the time. | (7.6 points) Transitions between shots are meaningful and clear most of the time. Digital story effects are appropriate most of the time, titles are clear most of the time. Transitions between shots are poor or illogical most of the time, and have to reason for being there. Poor use of digital story effects, illegible titles. |
| **Creativity** | (10 points) Entire project is creative, packed with new, interesting, and exciting ideas and approaches. Students will be required to be creative as they work on the project. | (8.8 points) Parts of the project show some creativity in design and students will have an opportunity to be creative. | (7.6 points) Little creativity – project includes nothing new, interesting, or exciting. |
| **Bibliography or Reference List** | (10 points) Bibliography or Reference List is included and is complete, accurate, and follows the style format perfectly. | (8.8 points) Bibliography or Reference List is included and is mostly complete, accurate, and follows the style format most of the time. | (7.6 points) Bibliography or Reference List is missing, incomplete or does not follow the style format. |
| **Copyright & Fair Use Guidelines** | (10 points) Consistently follows all copyright requirements including fair use notice/credits. | (8.8 points) Has mostly accurate fair use notice/ credits and an effort has been made to follow copyright. | (7.6 points) Consistently violates copyright with no fair use notice/ credits; and/or disregards portion limits. |
|  | | | 96.3 Out of 100 |

**Digital Storytelling Project Rubric ~ Meagan McKinney**

| **Objective/Criteria** | **Performance Indicators** | | |
| --- | --- | --- | --- |
|  | **Exemplary** | **Competent** | **Emerging** |
| **Communication Quality** | (20 points) The message of the digital story is crystal clear, no ambiguity or wandering. Everything in the digital story is purposeful communication. If words or text are used the message is communicated very clearly and the words enhance the story. | (17.5 points) The message of the digital story is clear most of the time, but occasionally the digital story wanders or gets off track or is unclear. If words or text are used the message is communicated clearly most of the time. | (15.2 points) The message of the digital story is not clear some or most of the time. If words or text are used the message is not always readily apparent. |
| **Purpose** | (10 points) The intent is crystal clear, project is interesting and will inspire interest and motivate viewers to remember, adopt, participate, or interact with the idea, event, or topic being presented. | (8.8 points) The intent is relatively clear, project is relatively interesting and may inspire interest or motivate some viewers to remember, adopt, participate, or interact with the idea, event, or topic being presented. | (7.6 points) The intent is unclear, and project is dull and unlikely to inspire interest or motivate viewers to remember, adopt, participate, or interact with the idea, event, or topic being presented. |
| **Photo Quality** | (20 points) Photos in Digital story exhibit the following characteristics all of the time: excellent composition, use of color, contrast and tonal range, depth of field and focus. The technical aspects of all photos are excellent. | (17.5 points) Digital story exhibits some or all of the following characteristics most of the time: good composition, use of color, contrast and tonal range, depth of field and focus. The technical aspects of most photos are very good. | (15.2 points) Digital story exhibits some or all of the following characteristics about half of the time: good composition, use of color, contrast and tonal range, depth of field and focus. The technical aspects of most photos could be improved. |
| **Audio Quality** | (10 points) Digital story has clear sound, no background noise, and easy to understand voices all of the time. Music and sound effects are always appropriate and at appropriate volume levels all of the time. | (8.8 points) Digital story has clear sound, no background noise, and easy to understand voices most of the time. Music and sound effects are appropriate and at appropriate volume levels most of the time. | (7.6 points) Digital story has unclear sound, background noise, hard to hear or understand voices most of the time. Poor use of music & sound effects. |
| **Editing** | (10 points) Transitions between shots are meaningful and clear all of the time. Digital story effects are always used appropriately and titles are always clear. | (8.8 points) Transitions between shots are meaningful and clear most of the time. Digital story effects are appropriate most of the time, titles are clear most of the time. | (7.6 points) Transitions between shots are meaningful and clear most of the time. Digital story effects are appropriate most of the time, titles are clear most of the time. Transitions between shots are poor or illogical most of the time, and have to reason for being there. Poor use of digital story effects, illegible titles. |
| **Creativity** | (10 points) Entire project is creative, packed with new, interesting, and exciting ideas and approaches. Students will be required to be creative as they work on the project. | (8.8 points) Parts of the project show some creativity in design and students will have an opportunity to be creative. | (7.6 points) Little creativity – project includes nothing new, interesting, or exciting. |
| **Bibliography or Reference List** | (10 points) Bibliography or Reference List is included and is complete, accurate, and follows the style format perfectly. | (8.8 points) Bibliography or Reference List is included and is mostly complete, accurate, and follows the style format most of the time. | (7.6 points) Bibliography or Reference List is missing, incomplete or does not follow the style format. |
| **Copyright & Fair Use Guidelines** | (10 points) Consistently follows all copyright requirements including fair use notice/credits. | (8.8 points) Has mostly accurate fair use notice/ credits and an effort has been made to follow copyright. | (7.6 points) Consistently violates copyright with no fair use notice/ credits; and/or disregards portion limits. |
|  | | | 82.5 out of 100 |

**Strengths:**

Our digital story project is a great teaching tool. Many teachers are reluctant to use project-based learning because of the demand placed upon the teacher. It is so difficult for the teacher to be everywhere at once. By modeling the lesson through a digital photo story, the teacher can give directions to the class as they see photos of what they will actually need to do during the project. Students love watching other students complete activities, too. Research shows that students learn best from other students. We also thought we could keep the photo story playing while the students are working so they can refer to it if needed throughout the lesson. The digital story could also teach teachers how to complete a project-based activity. We could use this story in a PLC to show other teachers how to complete a project-based learning activity in the classroom while working cross-content areas. We found that workstations were the best way to complete the activity. Instead of having everyone make pumpkin pie at the same time, we rotated them around to different stations. Our digital story displays student learning through manipulatives, cooperative learning, real world links, writing in response reading, and reflecting on learning through reflection journals. All content areas were integrated through the Pumpkin Project. We read about the history of the pumpkin and located on a map where the first pumpkin patch was located. We learned about the life cycle of a pumpkin, we read multiple fiction and non-fiction books about pumpkins. Students classified pumpkin related nouns as common or proper. Students wrote pumpkin poems and wrote pumpkin stories. We also completed estimation and measurement activities with the pumpkins, graphed our findings and interpreted the graphs. By creating a cross-content area project, we were able to assess multiple standards in one lesson. Not only is it fun for the students, but informative for the teacher. We believe our project had several strengths.

**Weaknesses:**

Our plan was to cut the pumpkins open and make our pumpkin pie in a bag outside so we could have a different setting for our picture, as well as better lighting, and a fall related background. However, we had a few obstacles. The first obstacle was mandated testing during two weeks in October for our 3rd and 4th grade students. This was a major constraint on our time as it took up two hours of instructional time each day for two weeks. The second obstacle was the weather. We were unable to go outside due to rain showers the two days we completed pumpkin carving and pumpkin pie. We wanted to go ahead with the carving because we were skeptical to delay the project because of the possibility of the pumpkins rotting. We improvised and changed the setting back to our classrooms. Some of the photos were taken in Miss McKinney’s room while others were taken in Mrs. Brock’s classroom. Unfortunately, the photos were a bit grainy. We have discussed this and we are not sure why. The pictures looked fine on the digital camera as we were taking them, but were grainy once they were uploaded to the computer. We think it was caused by the low-level lighting in the classroom, but we are not exactly sure. We edited the photos the best we could, but still are unhappy with the grainy appearance. We believe the photos would have been a better quality if they were taken outside.

**Re-make:**

If we were to re-make the digital story, we would definitely rework the photos to where we could take some of them outside. This would allow the photos to be clear, detailed, and have the fall setting as the background which would captivate the theme of the story. We would also break the project down into 10 days instead of trying to fit it into 5 days. We can change the camera setting to adjust the aperture and white-balance in order to alleviate the grainy appearance of the photos. We also would like to incorporate some video in the plan as well. We felt a little rushed with the limitations placed on us from mandated testing. The other idea we had was to let the students create their own digital story project. This would be a fantastic wrap-up activity to out Pumpkin Project. We could upload their stories to our websites and enter them in the district-wide Technology Fair. What a wonderful way to wrap-up a unit of learning.

**References**

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*The Ultimate 23* [MP3s]. Charlotte, NC: Davenport Music Library.

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Brock, Jolie. "Cooperating and coordinate grids." 2011. JPG file.

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Brock, Jolie. "Crust first!." 2011. JPG file.

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Brock, Jolie. "Getting the guts." 2011. JPG file.

Brock, Jolie. "Kicking off with k-w-l." 2011. JPG file.

Brock, Jolie. "Making pumpkin pie." 2011. JPG file.

Brock, Jolie. "Measuring ingredients." 2011. JPG file.

Brock, Jolie. "Measuring and metacognition." 2011. JPG file.

Brock, Jolie. "Nouns, nouns, and more nouns." 2011. JPG file.

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Brock, Jolie. "Pumpkin poetry." 2011. JPG file.

Brock, Jolie. "Read aloud with Miss McKinney." 2011. JPG file.

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Brock, Jolie. "Vocabulary match." 2011. JPG file.

Brock, Jolie. "Yummy!." 2011. JPG file.

McKinney, Meagan. "Classroom geography board." 2011. JPG file.

McKinney, Meagan. "Cooking up science." 2011. JPG file.

McKinney, Meagan. "Coordinate graphing with pumpkins." 2011. JPG file.

McKinney, Meagan. "Counting seeds." 2011. JPG file.

McKinney, Meagan. "Definition vine." 2011. JPG file.

McKinney, Meagan. "Finished product." 2011. JPG file.

McKinney, Meagan. "Hallway display." 2011. JPG file.

McKinney, Meagan. "Hunting for the truth." 2011. JPG file.

McKinney, Meagan. "Life cycle of a pumpkin." 2011. JPG file.

McKinney, Meagan. "Measuring spices." 2011. JPG file.

McKinney, Meagan. "My pumpkin fair." 2011. JPG file.

McKinney, Meagan. "Proud display of hard work." 2011. JPG file.

McKinney, Meagan. "Proud moments." 2011. JPG file.

McKinney, Meagan. "Pumpkin poetry." 2011. JPG file

McKinney, Meagan. "Reading with intent." 2011. JPG file.

McKinney, Meagan. "Reading for purpose." 2011. JPG file.

McKinney, Meagan. "Researching the facts." 2011. JPG file.

McKinney, Meagan. "Searching for meaning." 2011. JPG file.

McKinney, Meagan. "Vocabulary hunt." 2011. JPG file.

McKinney, Meagan. "Where are jack-o-lanterns from?." 2011. JPG file.

McKinney, Meagan. "X marks the spot." 2011. JPG file.

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